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ABSTRACT

The 1983-84 year of the Jobs Opportunities for Bilingual Students program (Project JOBS) was evaluated by the New York City Board of Education's Office of Educational Assessment. Conducted at South Shore High School in Brooklyn, Project JOBS provided instruction in English as a second language (ESL) and native language arts, in addition to bilingual instruction in mathematics, science, history, economics, typing, and hygiene, to 103 students of limited English proficiency (LEP) in Grades 9-12. Over half of the program of students were Haitian immigrants and the remainder were Asian, Middle Eastern, Hispanic, and Italian. The majority of program students were recent arrivals in the United States. Project JOBS had two basic objectives: to assist and encourage students to complete high school requirements, and to orient and train students in job-related skills. Funded in part by Title VII funds and tax-levy monies, Project JOBS included the provision of supportive services to students, staff development activities, curriculum materials development, and parent participation activities. The most significant academic achievements of program students were in classes other than those related to E.S.L. Their attendance rates were greater than the schoolwide attendance rates. In short, the evaluators found that JOBS has made substantial achievement, that its staff is highly committed, and that it has made much progress toward achieving program objectives. A number of specific recommendations were made for improving the program's overall effectiveness. (KH)

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SOUTH SHORE HIGH SCHOOL

PROJECT JOBS

1983-1984

OEA Evaluation Report

CG034487

O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
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Grant Number: G00-3BM3-0070

SOUTH SHORE HIGH SCHOOL

PROJECT JOBS

1983-1984

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Project Director:
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A SUMMARY OF THE REPORT

This program, in its first year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.) and native language arts, in addition to bilingual instruction in mathematics, science, history, economics, typing, and hygiene, to 103 students of limited English proficiency (LEP) in grades nine through twelve. Fifty-eight percent of the program students were Haitian immigrants whose home language was Haitian Creole and who were educated in French in Haiti. The remaining students were Asian (23 percent), Middle Eastern (ten percent), Hispanic (eight percent), and Italian (one percent). Although the non-Haitian students were not included in the original project proposal, Project JOBS provides them with E.S.L. instruction. The majority of program students were recent arrivals in the United States. The Haitian students varied in native language development, proficiency in French, and overall academic preparedness.

Project JOBS sought to accomplish two basic objectives: to assist and encourage students to complete high school requirements and to orient and train students in job-related skills. The project was transitional in nature emphasizing the acquisition of English language skills and, ultimately, mainstreaming. In addition, for those Haitian students who were proficient in Haitian Creole but not in French, the program assisted in making the transition to French as well as to English.

Title VII funds supported administrative, support services, and paraprofessional staff positions. The program's instructional component was funded by tax-levy monies. Supportive services to program students included academic and career counseling, a daily after-school tutorial program, guest speakers and college visits, and referrals to outside agencies. Development activities for staff members included department meetings, workshops, demonstration lessons, and attendance at professional conferences and university courses. Curriculum materials were developed or in progress in the areas of hygiene, science, economics, Haitian studies, and career education. Parents of participating students attended advisory committee meetings and parent-teacher conferences.

Students were assessed in English language achievement (Criterion Referenced English Syntax Test [CREST] and the New York City Reading Test); mathematics, science, social studies, native language, and business/vocational courses (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Those students tested on Level I of of the CREST mastered an average of 1.16 objectives per month, thereby achieving the program objective in this area. Students on Level II and Level III did not master one objective per month; in many cases the high pre-test scores created a ceiling effect.

--The results on the New York City Reading Test were not statistically significant; therefore the program objective was not met.

--Students achieved overall passing rates of at least 75 percent in mathematics, science, social studies, and business/vocational courses in the fall and spring (the only exception was in spring mathematics courses). Overall passing rates in native language classes remained high, with approximately 94 percent of the students passing these courses both semesters.

--The attendance rate of program students was significantly greater than the school-wide attendance rate.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Depending on the availability of funds, expanding the project's offerings in career and vocational education classes to include complementary workshops in career orientation and job skills training.

--Creating additional sections of mathematics classes to alleviate the problem of large classes containing widely diverse levels of ability. Other alternatives would include grouping, individualized programming, and/or tutorial assistance.

--Continuing and expanding student-initiated activities such as the student club, guest speaker lectures, and the program newsletter.

--If funding were available, expanding program services to serve additional language groups.

--Producing and disseminating more school- and program-related information to parents, and seeking resources to organize cultural activities and adult education classes for them.

--Disseminating developed curricula and materials through the proper offices to make them available to other programs in the city or the nation which serve similar student populations.

--Examining the appropriateness of English measures for the population, and monitoring record-keeping more closely to reduce the possibility of error.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Ida Heyman, who has interpreted findings and integrated material into reports. Barbara Shore has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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SOUTH SHORE HIGH SCHOOL
PROJECT JOBS
(JOB OPPORTUNITIES FOR BILINGUAL STUDENTS)
1983-1984

Location:	6565 Flatlands Avenue Brooklyn, New York 11236
Year of Operation:	First year of a three-year funding cycle
Target Language:	French/Haitian Creole
Number of Participants:	103 students
Principal:	Lawrence H. Feigenbaum
Project Director:	Alberto Bursztyn

I. CONTEXT

SCHOOL VICINITY

South Shore High School is situated in a middle class neighborhood and attracts students from an attendance area encompassing Flatlands, Canarsie, Mill Basin, and East Flatbush. These are largely middle-class sectors of the borough, whose residents own homes or rent well-maintained apartments. In the vicinity of the school, there are many small businesses which cater to community residents. The relative stability of the neighborhood has, in part, contributed to the declining enrollment at South Shore; as the area's residents get older and their children finish high school and go on to college, these families are not moving out of the neighborhood. As a result, there are progressively fewer families with high school age children.

Several ethnic groups live in the vicinity of South Shore: Haitians, Chinese, Koreans, Israelis, Russians, and immigrants from Central and South America.

ATTENDANCE AREA

Zoning changes were implemented in 1980 in order to conform to the Nyquist decision which aimed at maintaining a racial balance in New York City's public schools. The northern attendance area was designated a choice-of-admission zone; its students could choose from among fourteen schools, including South Shore. This re-zoning led to an overall decline in attendance and a decrease in black enrollment at the school.

Re-zoning has also affected Project JOBS by zoning many Haitian LEP students out of the South Shore area. These students, who would have attended South Shore, are enrolled at Tilden High School instead. An attempt had been made to share bilingual resources with Tilden, but the Tilden administration declined the offer.

SITE CHARACTERISTICS

South Shore High School is a large, new, and beautiful school. It was opened in 1971 and its campus covers a large, sprawling area of several acres. It has a large, well-maintained athletic field with facilities for baseball, football, soccer, and track. There are many green spaces on the campus and students seem to enjoy staying within its confines.

Inside, the school is equally spacious with large, well-lit corridors and rooms. The auditorium has a seating capacity of well over

1,000 and several student activities are held there. The project director and the principal both pointed out that the school was designed to hold many more students than it now serves and that in the mid-seventies, South Shore was the largest public high school in the nation.

In 1983-84, the school served a primarily middle class population which was 54 percent white, 34 percent black, nine percent Hispanic, and three percent Asian.* The home languages of students at South Shore are presented in Table 1.

TABLE 1

Home Languages of Students in the School

Language	Number of Students	Percent Total Enrollment	Percent LEP
English	3,210	92.4	0
Spanish	44	1.2	15.9
Other Language	221	6.3	56.1

*Source. Pupil Ethnic Composition Report, October 1983, Office of Student Information Services, Board of Education of the City of New York.

II. STUDENT CHARACTERISTICS*

ENTRY CRITERIA

Participation in Project JOBS is determined in part by scores on the Language Assessment Battery (LAB). Students who score below the twenty-first percentile on the English LAB are eligible for the program. Additional indicators used to determine eligibility for the JOBS program are scores on the Criterion Referenced English Syntax Test (CREST), recent arrival in the United States, interviews with and recommendations from the project staff, results of evaluation done by the project's tax-levy grade advisor, and parental preference.

Students who have completed the eighth grade in an American school do not qualify for alternative language graduation requirements in high school (state law). However, if those students score below the twenty-first percentile on the LAB or if their parents request it, they are eligible to participate in Project JOBS. These students generally receive E.S.L. instruction and are sometimes programmed into native language studies classes.

Limited services are offered to non-LEP students whose parents request their participation in the program. Students who do poorly on the English and Spanish versions of the LAB and manifest learning disabilities are referred to special education for testing and placement by the school psychologist.

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*Note. With the exception of the section on Academic and Language Proficiency, all sections in this chapter describe students of various language groups who benefitted from program services.

COMPOSITION

Project JOBS provides services to 103 students. Of these, 58 percent are Haitian immigrants whose home language is Haitian Creole, and who have been educated in French in Haiti. The remainder of the students are Asian (24 percent), Middle Eastern (nine percent), Hispanic (eight percent), and Italian (one percent) (see Table 2). These non-Haitian students were not part of the target population in the program plan negotiated and approved. However, the program provides them with English as a second language (E.S.L.) classes and instruction in the content areas using an E.S.L. approach.

The majority of program students are overage for their grade placement with the highest percentage of overage students enrolled in grades nine and ten. Table 3 presents a breakdown of program students by age and grade and Table 4 presents the students by sex and grade. Project JOBS is the first bilingual program for 63 percent of the program students. Thirty-seven percent have participated in previous bilingual programs (see Table 5).

At James Madison High School, 20 Haitian students of similar age and grade level as those being served by Project JOBS are regularly tested with the same instruments as those used to assess progress in the JOBS program in order to have data on a comparison group. The administration of tests to the Madison group is a complex task since these students are not grouped in any one class during the school day. As a result of this situation, JOBS staff members use a flexible testing schedule involving a partial number of students in every test administration.

TABLE 2

Number and Percent of Program Students by

Language and Country of Birth

Language	Country of Birth	Number	Percent
Spanish	Dominican Republic	1	1
	Costa Rica	1	1
	Panama	4	4
	Ecuador	1	1
	Peru	1	1
Haitian Creole	Haiti	60	58
Asian	Korea	8	8
	Cambodia	1	1
	India	1	1
	People's Republic of China	1	1
	Taiwan	1	1
	Hong Kong	12	12
Italian	Italy	1	1
Middle Eastern	Israel	6	6
	Other "Middle Eastern"	4	3
	TOTAL	103	100

- The majority of the program students were born in Haiti and are native speakers of Haitian Creole (58 percent).
- Eight percent of the program students were born in Caribbean and Latin American countries and are native speakers of Spanish.
- Twenty-four percent of the students were Asian-born. Native languages spoken include Korean and Chinese.
- Nine percent of the students are from the Middle East.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	2	0	0	0	2
15	3	4	2	0	9
16	4	6	7	2	19
17	3	7	8	1	19
18	2	2	12	5	21
19	0	6	8	5	19
20	1	1	2	4	8
21	1	0	1	3	5
TOTAL	17	26	40	20	103
Overage Students					
Number	11	16	23	12	62
Percent	65	65	58	60	60

Note. Shaded boxes indicate expected age range for grade.

- Sixty percent of the program students are overage for their grade placement.

TABLE 4

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	10	58	7	42	17	17
10	13	50	13	50	26	25
11	20	50	20	50	40	39
12	8	40	12	60	20	19
TOTAL	51	49[a]	52	51[a]	103	100

[a]Percent of program students.

- The number of male and female students was almost equivalent in the program as a whole.
- Most students were in grade eleven.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1984)

Time Spent in Bilingual Program	Number of Students				
	Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	3	6	4	0	13
1 Academic Year	14	11	21	6	52
2 Academic Years[b]	0	7	9	7	23
3 Academic Years[b]	0	2	6	5	13
4 Academic Years[b]	0	0	0	2	2
TOTAL	17	26	40	20	103

[a]Rounded to the nearest year.

[b]Refers to the time spent in previous bilingual program.

- The majority of the students (50 percent) have been in the program one academic year; 13 students entered during the school year.
- The remaining students had participated in a previous bilingual program at the school.

ACADEMIC AND LANGUAGE PROFICIENCY

The majority of the program participants are recent arrivals in the United States. A substantial proportion of the Haitian students received an adequate education in Haiti, are literate in French, and have well-developed skills in the academic subjects. Those coming from rural Haiti, however, have undeveloped skills in French, do very poorly in mathematics, and have few skills to function in subject-area courses. Attempts to incorporate Haitian Creole into the native language studies classes however, has met with stiff opposition from the students' parents. In Haiti, French is considered to be the language of the cultured, while Haitian Creole is equated with poverty and ignorance.

According to project staff, many Haitian program students who are academically and linguistically proficient in their native language are able to become orally fluent and literate in English quite easily. However, those students who lack proficiency in their native language have problems in learning English and tend to lag behind. Haitian students who are proficient in French when they enter the program tend to be mainstreamed rapidly; those who are not rarely get fully mainstreamed.

III. PROGRAM DESCRIPTION

PROGRAM GOALS AND OBJECTIVES

The project proposed the following instructional and non-instructional objectives for evaluation:

1. Students will master an average of one objective per month of treatment as measured by the Criterion Referenced English Syntax Test.
2. E.S.L. students will improve in English oral language proficiency.
3. Participating students will show significant gains in Hebrew, French, and Spanish.
4. Students will show significant gains in English language achievement.
5. Students will show significant gains in knowledge of career-awareness and employment-related topics.
6. There will be a significant relationship between attendance and improvement in English language proficiency.
7. One hundred percent of program students achieving English language skills parity with mainstream grade level will be transferred to instructional programs not funded under the Act, provided that they achieved a passing grade (65 percent) in their subject course area.
8. Program staff will be selected on the basis of professional bilingual preparation and commitment to expand their skills during the project.
9. Curriculum guides will be produced in social studies, science, and hygiene emphasizing mastery learning.

Project JOBS seeks to demonstrate effective ways to accomplish two basic objectives: to assist and encourage students to complete high school requirements for graduation and to orient and train students in job-related skills.

Project JOBS emphasizes the importance of high school graduation prior to pursuing employment or other training. Since repeated

failure is the most common cause of dropout, the project is particularly sensitive to fostering student competencies and belief in their own potential for success. These objectives are accomplished through intensive instruction of English, the use of mastery learning methodology in most academic subjects incorporating native language, individualized instruction in mathematics and career education, structured tutorial programs, intensive counseling, and the involvement of parents in their children's education.

In order to introduce bilingual students to the world of work, Project JOBS provides training within as well as outside the classroom. The most prominent aspect of the career program is the involvement of community agencies and businesses. In a structured careers course, students are taught specific skills that prepare them to select, search, and apply for jobs. Numerous speakers from the community address the students, dicussing topics in their areas of specialization and providing perspectives on job availability and requirements.

A second feature of the program involves the students in "first hand" experiences in the job market and institutions of higher learning. Site visits to different universities and businesses are followed by student research and written reports. Local agencies already cooperating with the project include a large municipal hospital, two corporations, four senior and junior colleges, city and community volunteer organizations, and educational agencies.

Project JOBS also aims to involve parents in the education of LEP high school students. Active parental participation constitutes an

effective factor encouraging students to excel academically. Project staff members make frequent formal and informal contacts with the students' families. These contacts allow the school and home to work together, to share concerns and expectations, and to bring about mutual respect. The project is instrumental in making parents aware of the career choices and training available for their children as well as for themselves.

PROGRAM PHILOSOPHY

Transition and support are the central features of the program philosophy. Project JOBS is, in fact, a multilingual program emphasizing the acquisition of and transition to English. The program also attempts to maintain and further develop proficiency in French for Haitian students who have some proficiency in it. For students who are proficient in Haitian Creole but not in French, the program aims to assist in making the transition to French as well as to English. It attempts to develop career awareness, and to train and orient students in job-related skills. And, above all, the program attempts to keep students in school until they graduate. To achieve this aim, program administrators believe that personal support to students is one of the most important program functions.

ORGANIZATION AND PERSONNEL

In fall, 1983 Project JOBS evolved through a sequence of formative stages and emerged as a student-oriented program. At the onset, the project director and faculty discussed with the school administration strategies and resources necessary to the project's success.

The following agreements were reached as a result of the discussions: Project JOBS would become an integral part of the school organization and all physical and human resources would be used to advance the project's objectives; attractive classrooms and office space were made available for the project; a classroom was to be converted into a bilingual resource center; the foreign language lab, equipped with audio-electronic technology, was to be used by the E.S.L. teachers at their discretion; and tax-levy personnel involved in the project would be selected on the basis of competence and motivation. Finally, to ensure program communication with the principal and supervisory staff, the project director was to participate in cabinet meetings.

Project JOBS is an integral part of the foreign language department. The assistant principal heading this department meets regularly with the project director. The latter has full autonomy in coordinating the program and its staff. He has the full cooperation of the department and its head. Both the principal and assistant principal for foreign languages work closely with the director whenever requested.

This year, the project staff consists of the project director, one resource teacher/curriculum developer, one grade advisor, one paraprofessional, and one bilingual secretary. The characteristics of the professional and paraprofessional staffs are presented in Appendix A.

FUNDING

In addition to Title VII funding, the project also received tax-levy monies. Title VII funding supports the positions of project director, resource teacher/curriculum developer, grade advisor, secretary, paraprofessional, and family worker (who resigned from the position).

Title VII funds support most of the non-instructional activities including all of the materials development. Tax-levy funds support the instructional component, covering teacher salaries.

IV. INSTRUCTIONAL COMPONENT

ADMISSIONS POLICY AND STUDENT PLACEMENT

Within the first weeks of the school year, project personnel conducted a detailed assessment of school and community resources. Participating students were identified during this period; the students and their families received information concerning the project's aims and methods. Additional efforts were made to notify the community about the project. W.N.Y.E., in a radio broadcast in Haitian Creole, conducted an interview with the resource teacher. He used this opportunity to describe the project's objectives to the Haitian audience. The Haitien Observateur, a local newspaper, carried an article describing JOBS in order to inform the Haitian readership and potential students. During the same period, numerous contacts were made with local churches and community organizations further publicizing the project.

As a result of these activities, numerous families requested to enroll their children in JOBS. Much to the project's regret, many of these students lived beyond the school's enrollment zone and could not be admitted to South Shore. Zoning regulations in New York City are strictly enforced and means to enroll these out-of-zone LEP students could not be found.

Student participation in Project JOBS is determined by scores below the twenty-first percentile on the Language Assessment Battery (LAB), scores on the CREST, recent arrival, parental request, teacher recommendations, and an evaluation made by the grade advisor.

Student placement in content-area courses depends, in theory, on the educational level attained in the native country. However,

because Haitian schools vary considerably and school records are often not reliable, the program has had to place students by scores on tests and teacher recommendations.

JOBS students receive individualized programming according to their ability and needs. This year, programs included the following courses: E.S.L. (beginning, intermediate, advanced), typing, science, economics, mathematics, native language arts, hygiene, and American history.

MAINSTREAMING

Mainstreaming is the first priority of project staff. The formal criteria for program exit include a score above the twenty-first percentile on the LAB, and the attainment of at least thirteen objectives on the advanced level of the CREST. Teacher recommendations, performance in content-area courses, and parental choice are also considered. All program students are taking at least one mainstream course. The project director stated that it is very important for students to be integrated with mainstream students, not only for academic reasons, but for personal and social adjustment.

The project director also stressed that content-area courses taught using French and English parallel mainstream courses quite closely. However, mainstream classes are somewhat more advanced than the bilingual classes because teachers in bilingual courses must often spend time on linguistic problems. The project director indicated that at least some English was incorporated into all bilingual classes and this causes some delay in content coverage.

MASTERY LEARNING

At the end of every curriculum unit (each week or every two weeks), students who do not pass the required criterion level receive tutorial assistance in remedial classes. After these remedial classes, students are again tested on their mastery of the unit. By using this approach, the number of students failing has been reduced. According to the project director, 80 percent of the students are able to pass the unit.

Currently, mastery learning techniques are being implemented in science, economics, and typing classes. Students have been receptive to this instructional methodology and they feel that their passing rates have improved. Mastery learning workshops are conducted once a month for all teachers participating in JOBS in a two-hour session held at the end of the school day. During these meetings, mastery learning techniques are reviewed and practical suggestions are made for possible improvement. Interest in mastery learning appears to be growing among the school faculty. Teachers not involved in bilingual education have begun to attend the mastery learning workshops as well.

ENGLISH AS A SECOND LANGUAGE

E.S.L. is offered in two-hour periods daily. In these intensive sessions, students learn and practice English skills appropriate to their level. Students have been assigned to three different levels: beginning, intermediate, and advanced. During the fall and spring semesters there was one class at each E.S.L. level offered to program students exclusively, with an average register of 30. Classes were held

five periods per week, for academic credit, with paraprofessional assistance (except in E.S.L. level II, fall semester). Students used the Breckenridge-Dixson materials. Career-related topics have been introduced and infused into E.S.L. units. In these units, students have been exposed to a variety of professions and vocabulary items associated with them.

At the beginning level, emphasis is placed primarily on oral skills and auditory comprehension, then on basic rules of writing and grammar. In the intermediate and advanced classes, reading comprehension skills are stressed as well as language skills necessary to function in an academic setting.

A member of the evaluation team observed that student participation in a beginning level class was high. There were 32 students in attendance. The lesson objective was to learn the past tense of regular and irregular verbs. The class was conducted in English, and the teacher kept students motivated through dialogue and problem-solving activities at the blackboard. There was a good climate for learning in the class and students seemed to enjoy the lesson.

In an intermediate level class observed, the teacher concentrated on the discussion of parts of a business letter. The 34 students in attendance were asked to produce an outline for writing a business letter. The class was conducted in English with a high rate of student participation.

Twenty-three students were present in an advanced E.S.L. class observed. The objective of the lesson was vocabulary building and comprehension. The teacher used a series of words in different sentences,

asked individuals to write them on the blackboard, and then asked the group to check for correctness. Students were kept alert by the teacher's constant questioning. After corrections were made on the sentences written on the blackboard, the teacher questioned students about their meaning. With few exceptions, students were participating actively in the class discussion.

NATIVE LANGUAGE ARTS

According to the project director, there were two sections of native language arts each fall and spring semester, with an average register of 25 students. These classes had paraprofessional assistance and used teacher-developed materials. During the first term, the course was taught in Haitian Creole with an emphasis on orthography and the formal aspects of the language. Students were also introduced to Creole writing and literary trends. During the second term, the course was taught in French. Students were required to read classical as well as modern works of French literature. One class unit also included Franco-African writers and poets.

BILINGUAL INSTRUCTION

According to the project director, there was one bilingual class for each subject area (see Table 6), with an average register of 30 students. Classes were held five hours per week for academic credit, and were for program students exclusively. All classes used material corresponding to the mainstream curriculum.

TABLE 6

Bilingual Instruction in Subject Areas

Course Title	Language(s) of Instruction	Percent of Materials in Native Language
Fall		
General Science I	80% French/20% Creole	90%
Hygiene (Bilingual)	80% French/20% Creole	80
Hygiene (E.S.L.)	90% English/10% Creole	100
American History (Bilingual)	80% French/20% Creole	10
American History (E.S.L.)	90% English/10% Creole	90
Bilingual Typing I	80% English/20% Creole	10
Spring		
Bilingual Math	50% English/50% Creole	0
General Science II (E.S.L.)	90% English/10% Creole	10
Economics (Bilingual)	90% French/10% Creole	90
Economics (E.S.L.)	90% English/10% Creole	0
Bilingual Typing II	80% English/20% Creole	0

Science

The bilingual science class follows the school's general science curriculum. It was modified for use with Haitian students and the instructional materials were translated into French. These materials, according to the project director, have been most useful. The unit on ecology has already been distributed to neighboring schools which have

Haitian bilingual programs (Tilden and Erasmus Hall).

In science, the faculty considered mastery learning techniques to be an effective method of instruction. Individualization of instruction took place by assigning a different term project for each student. Several of these projects were considered so well prepared that they were publicly exhibited in the school.

Mathematics

A member of the evaluation team observed a mathematics class with an enrollment of 38 students at different levels of ability. The lesson objective was to learn fractions. The class was conducted mostly in English although the teacher occasionally addressed students in their native language. While the teacher conducted the class, an assistant and a volunteer teacher provided help to students in need. Although the teacher was competent and dedicated, the students did not appear to grasp the lesson objective. There were too many students in the class, and their levels of knowledge were very diverse. This condition was not optimal for learning, particularly for a group of students in need of much individual attention.

Economics

A member of the evaluation team observed an economics class with 28 students in attendance. The lesson objective was to learn about various types of business organizations. In English, the teacher explained how transactions were made in the stock market -- how stock is bought and sold by brokers. Student participation in the class was low; for the most part students appeared unable to follow the teacher's lecture.

V. NON-INSTRUCTIONAL COMPONENT

BILINGUAL RESOURCE CENTER

The Bilingual Resource Center was set up in order to facilitate student-staff interaction. A classroom was redecorated and supplied with materials to serve this purpose. In this room, students are able to meet with staff members in an unstructured and relaxed manner, read current magazines, and consult reference books. The career counselor's desk is located in this room, and she is readily available to discuss job-related and academic matters with students individually.

GUIDANCE AND COUNSELING

The counseling functions performed by project staff have emerged as the main feature in program operations. Participating students consult with project personnel on all matters pertaining to academic requirements, programming, and career planning. Students also approach staff members on non-academic issues. The program staff consider the frequency and the personal nature of communication between students and staff a highly beneficial service to students and their families.

The career counselor provides counseling on a formal basis. This staff member maintains individual student records and works closely with tax-levy personnel on issues related to programming, course offerings, student placement, and evaluation of foreign records. Her other tasks include administration of placement exams and orientation in school matters. When necessary, the counselor arranges placement through various department heads. She reviews career goals and assists students

in planning strategies. She monitors the achievement of individual academic objectives on a regular basis; each student's progress is assessed and where necessary tutorial help is arranged within the program.

Appendix B presents the types of counseling services provided during the 1983-84 school year.

TUTORIAL PROGRAM

A daily after-school program staffed by the resource teacher and a paraprofessional has been instituted to tutor those students in need of additional help. Students who avail themselves of this service are helped with their daily homework assignments and receive assistance in fulfilling the mastery learning requirements in their content-area classes. Students who have failed an exam are referred to the tutorial program where the resource teacher works with the individual student and administers a different version of the failed exam. The incentive to attend is high, since it gives students a chance to improve their grades. Whenever possible, peer tutoring is encouraged, and students respond very positively to the opportunity to help one another.

STAFF DEVELOPMENT

Staff training is conducted in several ways and involves department meetings, workshops, demonstration lessons, and attendance at local and state conferences. The project director, paraprofessional, and teaching personnel also attend local colleges to update and acquire skills in educational administration, educational methodology, and related fields. The selection of courses and their relevance to the

project's objectives are reviewed by the project director.

Appendix C presents the staff development activities held during the academic year.

CURRICULUM DEVELOPMENT

Project JOBS personnel have been particularly productive in this area. Several curriculum guides are presently in advanced stages of development and will be ready for printing ahead of schedule. The hygiene course of study (in French) has been completed in draft form and was pilot tested in the first semester. Science, economics, and Haitian studies curricula have also been completed in draft form, but need to be pilot tested prior to printing.

The career education curriculum has been drafted and some of its units have been tried in the context of E.S.L. instruction. The careers course of study integrates English language skills to a greater degree than the other curricula which are written in French or in both French and English.

PARENTAL INVOLVEMENT

Project JOBS staff tries to be the link between the Haitian students' parents and the school's staff and administration. The project attempts to make parents understand their role in the school and in their children's education. At regularly scheduled advisory committee meetings, the project encourages parents to contribute to define policy and make suggestions for program implementation. At Parent-Teacher conferences, parents are also encouraged to be actively involved in the many facets of the project. However, generating greater parental in-

volvement has been one of the major problems of Project JOBS.

CAREER AND CULTURAL ACTIVITIES

A member of the evaluation team talked to an Asian student and to a student in charge of the Haitian student club about the program's different career and cultural activities. The Haitian students appeared to be well organized and had a good program of activities. The Asian students, however, were not as well organized. They had been invited to participate in the Haitian club activities but, according to staff reports, for the most part they did not.

Community leaders and professionals, such as the editor of Haitien Observateur, a Haitian physician, an adviser from New York Technical College, and community organizers, were invited to the school to talk to the students. In addition, other school personnel were invited to lecture on career-related topics.

Career activities were also a part of program policy to prepare students to enter the job market or pursue higher education upon graduation. Such activities included career seminars conducted at the World Trade Center and at the Charlemagne Peralte Haitian Center; visits to the New York Aquarium, South Street Seaport, and Wall Street area; a career day at New York University; and a bilingual career class at Brooklyn College.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

The following sections present the assessment procedures used in evaluating the attainment of student achievement objectives. The program proposed to compare the achievement of project students in English, content areas, and career awareness with a group of randomly selected Haitian LEP students attending James Madison High School -- a school similar to South Shore in ethnic composition, average class size, and students' reading levels. The data provided for the comparison group, however, indicated that the 21 students from James Madison were not randomly selected and were generally placed at higher levels of English instruction than the project students at South Shore. Therefore, the two groups were not comparable in their initial English language proficiency. In addition, the necessary data were not available to compare achievement in the subject areas or in career awareness. As a result, the project director revised the program objectives considering the data available to measure the extent to which they have been accomplished, and the guidelines used to evaluate similar programs in New York City.

ENGLISH LANGUAGE ACHIEVEMENT

The revised English achievement objectives and assessment instruments are presented in Table 7.

TABLE 7

Revised English Achievement Objectives and Evaluation Instruments

Objectives	Instruments
1. Students enrolled in E.S.L. classes will master at least one objective per month of instruction.	Criterion Referenced English Syntax Test (CREST) Levels I, II, and III
2. Non-E.S.L. students in transitional or mainstream English classes will show significant gains in English language achievement.	New York City Reading Test

Acquisition of English Syntax

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, and the maximum score on Level III is 15.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean score and an index of objectives mastered per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students scoring high on the pre-test. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

*Board of Education of the City of New York, Division of High Schools, 1978.

The CREST was administered three times during academic year 1983-84: October, January, and May. Table 8 presents the test results for 67 students in the fall and 56 students in the spring who were tested on the same test levels. Examination of Table 8 reveals that an average of approximately 1.3 CREST objectives per month were mastered by students tested on Level I, thereby surpassing the program objective of mastery of one CREST objective per month. Students tested on Levels II and III of the CREST did not achieve mastery of one CREST objective per month. Level II students mastered an average of 0.9 (fall) and 0.4 (spring) objectives per month and Level III students mastered 0.6 (fall) objectives per month and made no gains in the spring.

The failure of these students to achieve the mastery of one objective per month may be due in part to the relatively high initial scores of some, which limits the improvement that can be demonstrated from test to retest. In addition, the objectives at the higher levels are more difficult and may take longer to achieve. Finally, the 15 or 25 skills included in the test can not measure all the skills that have been taught in a semester, and therefore may underestimate the students' actual increase in knowledge of English. Nevertheless, program students on Levels II and III did not meet the objective proposed.

TABLE 8

Results of the Criterion Referenced English Syntax Test

(Project Students Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	20	11.2	15.2	4.0	3.1	1.3
II	30	14.8	17.6	2.8	3.1	0.9
III	17	11.3	13.1	1.8	3.1	0.6
TOTAL	67	12.8	15.7	2.9	3.1	0.9
			Spring			
I	19	13.8	18.4	4.6	3.4	1.3
II	23	17.5	18.9	1.4	3.4	0.4
III	14	13.4	13.4	0.0	3.5	0.0
TOTAL	56	15.2	17.3	2.1	3.4	0.6

*Post-test minus pre-test.

•Students tested at Level I surpassed the program objective both semesters.

•Level III students made no gains in the spring. This pre-test score of 13.4 represents 89 percent of the total score possible at this level. Thus, there was little room to demonstrate growth.

English Reading and Comprehension

The stated program objective called for the assessment of English language achievement using the New York City Reading Test which is comprised of the Comprehensive Test of Basic Skills (C.T.B.S.) and the California Achievement Test (CAT).

Complete pre-test and post-test data were available for 53 students. The results are not statistically significant: the pre/post-test differences were generally small, and the effect sizes were consequently very low. Therefore, the English reading objective was not met. It is possible that this test may have been too difficult for program students and, thus, it is inappropriate for program evaluation purposes.

TABLE 9

English Reading Achievement

Significance of Mean Raw Score Gains Between Initial and Final Test Scores of Program Students with Full Instructional Treatment on the New York City Reading Test, by Grade

		Pre-Test		Post-Test				
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre/Post	Effect Size
10	13	25.1	13.7	24.8	8.0	-0.2	.48	0
11	27	27.7	7.5	26.2	7.8	-1.4	.05	-.1
12	13	29.8	7.0	28.4	9.3	-1.4	.52	-.2

•Data were available for 53 students.

•Gains were not significant, therefore this objective was not achieved.

STUDENT ACHIEVEMENT IN CONTENT-AREA SUBJECTS

The objective in this area originally called for a comparison of achievement in mathematics, social studies, science, and business/vocational courses between program students and a randomly selected group from James Madison High School. This objective was not evaluated because the group available for comparison was not randomly selected and demonstrated a higer level of English proficiency initially. Thus, they could not serve as an adequate control group. However, since data were provided for the program students, the passing rates are presented by semester in Table 10.

Examination of these results reveals that passing rates in science courses increased from 81 percent in the fall to 87 percent in the spring. Social studies passing rates increased from 79 percent to 84 percent, and business/vocational passing rates increased from 85 percent to 90 percent. Passing rates in mathematics courses declined from 76 percent passing in the fall to 67 percent in the spring semester. The project director explained that the decline was due to a selection factor. Those students who pass the Regents Competency Test in mathematics in the fall are programmed into mainstream classes in the spring; therefore, the spring analysis includes only the lower achievers. Passing rates in native language studies remained consistently high (94 percent) from fall to spring semester.

TABLE 10

Number of Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects

Course	Fall Total N	Fall Percent Passing	Spring Total N	Spring Percent Passing
Science	67	81	77	87
Social Studies	80	79	97	84
Mathematics	78	76	94	67
Business/Vocational	27	85	20	90
Native Language Studies	54	94	48	94

- Overall passing rates increased from fall to spring in science, social studies, and business courses.
- There was a decline in the passing rates of students enrolled in mathematics courses, from 76 percent in the fall to 67 percent in the spring semester.

ATTENDANCE

Table 11 presents the attendance of school and program students. Program students had a mean attendance rate of 95 percent as compared with the school attendance rate of 80 percent. A z-test for the significance of the differnce between proportions was used to examine the difference in attendance rates of program students and the general school population. The resulting z-value was sufficiently large to attain statistical significance, indicating that the program attendance rate is not a representative sample of the school population, i.e., that the two attendance rates are significantly different. Therefore, the program students exhibited a statistically significant higher rate of attendance than the general school population.

TABLE 11

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	20	95	6
10	28	94	6
11	37	97	5
12	21	95	8
TOTAL	106	95	6

Average School-Wide Attendance Percentage: 80

Percentage Difference = 15 $z = 3.59$ $p = .01$

•The program attendance rate was significantly greater than the school-wide attendance rate.

VII. CONCLUSIONS AND RECOMMENDATIONS

Guided by its objectives, Project JOBS accomplished the following during the first half of academic year 1983-84:

1. made arrangements with school officials for classrooms and office space adequate for the program needs;
2. hired competent and qualified staff;
3. identified and selected participating students in South Shore High School and a comparison group of students at James Madison High School;
4. organized the election of an Advisory Committee composed of parents and students;
5. created and maintained student record files;
6. prepared and distributed a program brochure;
7. prepared curriculum materials in science, hygiene, social studies, E.S.L., and career awareness;
8. trained personnel in the methodology and aims of mastery learning and individualized instruction;
9. provided tutorial and small-group instruction to project students;
10. made preliminary arrangements with community and business organizations that will provide services to Project JOBS; and
11. met the targeted one objective per month mastery rate for those students tested on Level I of the CREST, but did not meet this objective for students tested at Levels II and III.

By spring, 1984 Project JOBS was fully operational. It accomplished the following:

1. implemented an instructional program for Haitian LEP students which incorporates mastery learning and individualized instruction;
2. implemented the first phase of the career awareness curriculum which involves classroom instruction, lectures, vocational inventories, career guidance, and visits to potential workplaces;

3. established a network of institutions and agencies willing to assist in the implementation of project objectives;

4. established communication links among the school, parents, and local institutions;

5. worked in cooperation with James Madison High School staff planning to adapt JOBS at James Madison the following year;

6. trained project staff by offering in-house workshops and supporting participation at conferences and college courses.

7. implemented an intensive program of E.S.L. instruction, but did not meet its intended objectives for student English language achievement. This outcome may be due to the inappropriateness of the instrument used or the criterion set as objective for the population being served.

The above indicate that project JOBS has made substantial achievements, the staff is highly committed, and, in the opinion of school administrators and the evaluation team, it has made much progress toward achieving program objectives.

The evaluation team offers the following recommendations for possible program improvement:

1. Project JOBS is functioning well in implementing what the director refers to as an "effective teaching" policy. If resources were available, its offerings might be expanded in career and vocational education in content areas, including complementary workshops in career counseling. Its basic structure and functions are worthy of institutionalization and further expansion.

2. The observed math class, although taught by a competent and dedicated teacher, had an enrollment of 38 students of widely diverse levels of ability. This condition is not optimal for learning, partic-

ularly for a group of students in need of much individual attention. Creating additional sections of mathematics might alleviate this problem. Other alternatives might be grouping, individualized programming, and/or tutorial assistance.

3. Haitian student participation is high in activities that they initiate. The program might continue and expand student-initiated activities such as the student club, guest speaker lectures, and the program newsletter. These activities both reinforce students' self-confidence and increase program visibility.

4. The number of Asian language students is increasing yearly at South Shore. The school currently lacks instructional resources (including staff) to serve this population. If resources permit, the program might consider expanding its services to serve additional language groups.

5. The program might consider disseminating more program and school-related information to parents. It might also seek resources to organize cultural activities and/or adult education classes in E.S.L. and high school preparation for them. Thus, the program might attract more parents to the school and to engage them more in their children's education as they are receiving a service.

6. The program has developed instructional materials for Haitian students. These materials may be of much use to similar student populations in the city or in the nation. It is strongly recommended that developed curricula and materials be disseminated through offices of the

New York City Public Schools, the New York State Education Department, and/or the Title VII network of centers.

7. Given the lack of progress in English achievement as demonstrated by most students' performance on the CREST and the N.Y.C. Reading Test, and the limitations of the instruments used, it is recommended that the program determine whether the objectives set are realistic for the population served. Also, whether the instruments, particularly the N.Y.C. Reading Test, are appropriate for this population. Further, it is recommended that the program explore the relationship that exists between instruction being offered and the skills measured by these tests. Finally, the program should monitor closely its scoring of tests and record-keeping processes, to reduce the possibility of error and enhance the accuracy of statements made about student progress.

8. Using a comparison group to evaluate student achievement in the absence of Project JOBS is an excellent idea. The evaluation team recommends, however, that the comparison group be selected randomly. If this is not possible, the group selected must be similar to the group of students receiving the program in demographic characteristics but, particularly, in their initial level of English proficiency. Thus, statements made about program effects might be more reliable.

VIII. APPENDICES

APPENDIX A

Staff Characteristics

Function	Percent Time Spent in Each Function	Date of Appt. to Each Function	Education (Degrees)	Certification License(s)	Total Yrs. Experience Education	Years Experience Bilingual	Years Experience E.S.L.
E.S.L.	40	9/72	M.A. (E.S.L.)	Spanish D.H.S.	14	7	7
E.S.L.	40	2/83	M.A. (Linguistics)	Bilingual D.H.S.	8	5	5
E.S.L (Content Area)	60		M.A. (Bil.)	E.S.L. D.H.S.	7	7	7
E.S.L.	40		M.A. (E.S.L.)	E.S.L.	13	5	5
Career Counselor	60		M.A. (E.S.L.)	E.S.L.	13	3	3
Bil. teacher (Creole)	100		B.A.	Bil. Business	2	2	0
Math teacher (bil.)	20		M.A. (Math)	Math	14	2	0
Science Teacher	20		M.A. (Science)	Biology	17	0	2
Ed. Assistant	100		M.S.	Ed. Assist.	5	5	5
Family Worker	100		M.S.	Family Worker	3	3	0

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Appendix B

Support Service Offered to Program Students (Fall and Spring)

TYPE OF SERVICE	DESCRIPTION	STAFF PERSON(S) RESPONSIBLE	FREQUENCY OF SERVICE OFFERED	LANGUAGE IN WHICH SERVICE IS OFFERED
COUNSELING	Tutorial	Title VII Resource Teacher, Paraprofessional	4 days a week	English and French/Creole
	Advisement	All staff. Career counselors in particular	Everyday	English and French/Creole
	Class Discussions	Teacher	1/week	English and French/Creole
	Speakers	Guest Speaker	1/month	English
	Seminars	College Office	1/term	English
	Speakers	College Representatives	2/term	English
	College Visits	Career Counselor	2/term	English
	After School Meetings	Career Counselor	1/week	French/Creole
REFERRALS	Assess placement counseling	Guid.COH	As needed	English and French/Creole
	Haitian Community Center, local churches, foreign student advisement center, private industry counsel, NAPPT, GED.	Career Counseling	As needed	English and French/Creole

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Appendix C

Staff Development Activities in School

STRATEGY	Description(s), Goals, or Titles	No. and Titles of Staff Attending	Speaker or Presenter	Frequency or Number of Sessions
Pre-Service	Orientation	All staff	Project Director	2 yearly
Dept. Meetings	Dep't. Conferences	All staff	Supervisor Project Director	1 monthly
	School Faculty Conf.	All staff	Principal - A.P.'s	1 monthly
Workshops	Educational Methods	All staff	Project Diirector	1 monthly
	Mastery Learning	All staff	Ms. Cecile Baer	2 yearly
	E.S.L. Methods	E.S.L. Teachers	Dr. Gail Slater Mr. Burt Posner	1 monthly
	Curric. Development	Resource Teachers	Project Director	1 monthly
Other	Lecture - Haitian Community	All staff	Dr. Jean Claude Compas	1/year
	Lecture - Haitian Holidays	All staff	Father Darbouze	1/year

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Appendix C
(continued)

Staff Development Activities Outside School

STRATEGY	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	No. and Titles of Staff Attending
Workshops Held Outside School	Student Assessment	O.B.E.	Mr. Eli Plotkin	Director-Counselor
	Project Evaluation	O.E.E.	Ms. Judith Torres	Director
	Evaluation - Title VII	Bureau of Bilingual Ed. N.Y.S.	Ms. Carmen Peres	Director
	Demo Institute	Leesburg, Virginia	Dr. M. Mahony	Director
Conferences and Symposia	E.S.L. Curriculum	N.Y.S. Ed. Dep't.	Ms. Carmen Peres	Career Counselor
	Biling. Career Conf.	Brooklyn College	Mr. H. Zephirin	Resource Teacher
	College Bound Program	New York University	Director-Adm.	Career Counselor
Other	Demonstration Lesson	Madison H.S.	Ms. Cecile Baer	Career Counselor

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Appendix C
(continued)

University Courses Attended by Staff

Professsional	AP Superv.	Educational Administration
	Director	Supervision Educational Administration
	Secretary	Word Processing Advanced Word Processing
	Career Counselor	Linguistics
Paraprofessional	Ed. Assist	Caribbean Culture
	Family Worker	Caribbean Heritage